



# SAINT VALENTINE'S DAY: LOVELY OR LOATHSOME?

By Luke Stanley, Year 12

On 14<sup>th</sup> of February every year, many countries and many, many people celebrate Valentine's Day. Would you count yourself among the many?

Originally a day of commemoration for Saint Valentine (apparently), the day has evolved over (supposedly) more than 15 centuries into the form that we recognise today (though it claimed that it was actually borne

out of the Geoffrey Chaucer poem, *Parliament of Fowls*). A form that is lauded and loved in equal measure. On the one hand, we have a day of love, of romance and even of passion – something there is arguably an alarming shortfall of in current society. On the contrary, we have a day considered by many to be rotten to the core. A day rife with false pretences and a day of faux love. A day of the much feared C-word – consumerism.

A rather common (clichéd if you ask me) criticism made of Valentine's Day is that if people are willing to express their love on one day of each year, why not do it every day? This can obviously be said to be true, as people

should be able to show their love all of the time. Is it not extremely superficial to show more love on one day than on any other? Is buying your partner a token gift really showing love anyway?

Well, I'd say it is very naïve to dismiss Valentine's Day for the previously mentioned reasons. Yes, it is clear that consumerism is omnipresent in modern Valentine's Day – but does this really matter? So what if companies make a lot of money at the same time as allowing people's love for one another to be really expressed? Love can be seen as an underappreciated commodity in modern society, and those you love and those who love you need to be cherished.

How and when people choose to express their love is up to them; as long as that love is expressed, it does not matter. If a large number of people choose to express their love on Valentine's Day, then that is their choice. Valentine's Day doesn't have to be loved or loathed, it doesn't even have to be acknowledged. What Valentine's Day is, is whatever you want it to be.

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## LOVE HEART Challenge

Love is in the air at THE TORCH this month!

The word 'heart' has appeared in three different places within this issue (excluding this page!). Can you help us to locate them all?

Have a good look through the issue and tell your tutor where you can see them.  
Any tutor group to find all three hearts will receive house points.



# Message from the Headteacher

Dear Parent/Carer,

Although this is a relatively short term, it is also an exceptionally busy one. This is particularly the case for all students in key examination years as their final examinations begin in less than three months' time.

Year 11 students took preliminary examinations in most subjects before Christmas and a number also sat actual GCSEs in Maths and English. They are now busy completing controlled assessments in many subjects and are being directed to attend our extensive programme of support and revision which runs every evening until the end of the examination period. All students will have received a timetable and a letter informing them of which evenings they need to attend. Parents of Year 11 students will shortly be notified of the study programme which will run through the Easter and May holidays. We have been very pleased so far with the students' response to these extra sessions. I am very appreciative that staff in all subject areas are giving of their time so willingly to support students well beyond the school day.

Final preparations are underway for our annual Gym, Dance and Movement evening performances which will take place on 10, 11 and 12 February. This year's theme is 'The Oscars' and our students and pupils from all our feeder primary schools will, I'm sure, once again provide high quality, creative performances to three appreciative audiences.

I have again been asked to draw parents'/carers' attention to the matter of student eligibility for free school meals. A large number of the students who join us from primary school, having been in receipt of free school meals, do not continue to receive them at secondary school. We strongly believe that far more students are eligible for free school meals than are in receipt of them. It is really important that all of our students with an entitlement to free school meals receive them. The Government introduced the Pupil Premium during the last academic year, which generates additional funding to support students who are on free school meals, looked after by the Local Authority or with a parent in the armed forces. Listed below is information relating to the entitlement criteria.

You are entitled to free school meals for your children if you receive:

- Income Support or
- Job Seekers Allowance (Income Based) or
- State Pension Credit (Guaranteed Credit) or
- Employment and Support Allowance (Income Related) or
- Child Tax Credit (with an annual income of less than £16,190)
- Asylum Seeker Status

If any of these describes your situation, you are strongly encouraged to apply. If you require any assistance please contact the school and we will organise for you to have confidential and individual support with the paperwork if you wish. Advice on how to apply, together with the relevant application form, is available via a link from the parents section of the school website; alternatively, this information is available from the school office. I can reassure you that every aspect of the process is totally confidential and students who have free school meals have the same lunch card as all other students.

Finally, can I thank all staff, parents and students for the much appreciated efforts made to get to school on the recent snowy days, this ensured that there was no lost learning.

Yours sincerely,

Mrs P Ward  
Headteacher



*Let's Get Crafty!*

Every Tuesday Lunchtime in S16

**Please see Mrs Cartwright or Mrs Haw for a pass**

*Come along to learn new skills and share new ideas*

The poster features a central illustration of a sewing needle and thread, a wooden measuring tape, and four colorful buttons (blue, pink, brown, and red) arranged in a circle. The text is written in a mix of bold, sans-serif and cursive fonts.

## News in Brief

### Social Science Superstars

The following students have been recognised as being 'Social Science Superstars' for either their attainment or motivation in social science subjects:

#### **Motivation**

Kristie Archer, Olivia Bradshaw Joshua Cooper, Liam Rudkin and Oliver Massey (Year 7)

#### **Attainment**

Ellie-Jane Little, Abbeygaile Plant, Jack Caddick, Luke Brown and Jade Richards (Year 7)

Well done to all these students!

### Book Fair



The library hosted a Scholastic Book Fair during January, and students were invited to browse and purchase items at an amazing half price. The book fair proved to be very popular and sales exceeded £450. We would like to say a big thank you to all the students who volunteered their free time to act as sales assistants, and also to the Enterprise Club for the fantastic promotional advert which they produced. In addition, Hannah Rogan, Jade Richards, Lucy Dakin-Scott, Grace Brammah, Emma Barlow and Patrick Binns, offered their help every break and lunchtime throughout the event. These students have been awarded a prize and additional merits for their efforts.

### Rooster

Well done to all students who were involved in the Rooster Dance Performance, last half term. It was a wonderful evening filled with music of the Rolling Stones, which really showcased the best talent at Wath. Many thanks to Miss Anyon for organising and supporting the students.

## Christmas Hampers

Every year, Wath Comprehensive School runs the Christmas Hamper challenge, where tutor groups compete to put together the best hampers, which are then given to elderly residents and care homes of the local community. As usual, tutor groups rose to the challenge to produce some delightful and creative hampers, which were greatly appreciated by their recipients.



*Hampers came in all shapes and sizes, but it was what came inside that really mattered.*

In Year 7, the winning tutor group was 7LAN but 7EV and 7GM were highly recommended. 8WM were the winners in Year 8, while 8HG and 8JK were highly recommended. The most impressive hamper in Year 9 came from 9JE, but 9CN and 8MH were also highly recommended. In Year 10, 10FL was the winning tutor group, and 10GN and 10RK were highly recommended. 11GC took top spot in Year 11, with 11DT and 11JS/BY highly recommended. The winning hamper from Year 12 was made by 12WN, and 12GO and 12TP were highly recommended. Finally, 13RL was the winning tutor group from Year 13, while 13HK and 13HO were highly recommended. A big congratulations to everyone in 11ESM, who were the overall winners!



*Senior students preparing to deliver the hampers.*

# From Beyond the School Gates:

## Harry Potter Studio Trip

By Eve Spurr, Year 7

(Photographs by Aaron Duce, Year 7)



*Excitement mounted at the sight of the entrance.*

When we arrived at the studio, everyone was excited. Harry Potter is many people's favourite film franchise so a visit to the studio was widely appreciated throughout the year. As we stepped into the huge Great Hall, there was a huge gasp of amazement. It was decorated with three Christmas trees on each side and a huge Christmas tree at the top, next to the staff table. Models of all four houses' uniform stood around the hall and models of the teachers stood next to the staff table. This was the only guided part to the tour.

The next part of the trip went through a room with more of the actors' costumes, wigs and make up. It showed pictures of the actors. The next section was a long, wide, curvy corridor which went through lots of different scenes from throughout the Harry Potter series. A few of these scenes are: Mrs Weasley's kitchen, The Gryffindor Common Room, the huge iron gates (from the sixth film), the huge bell (from the third film) and the Potions classroom. As we moved round the tour, we were asked to collect stamps. These stamps were from different areas of the tour; there were six in total.

After that bit of the tour, there were more sets and, now, mechanics. These mechanics showed you how the broomsticks had been made to fly and you could

even have a go at flying a broomstick while having your picture taken. There was also an opportunity to fly the Weasley car. Next to this part of the tour were some sets of the Ministry of Magic. It was the green 'office towers' (from films six to eight) inside the Ministry of Magic that were the main attraction. Also in this section was Dolores Umbridge's Office at Hogwarts.

Next, we went into the Backlot. The Backlot had a stall for Butterbeer, the Knight Bus, the Weasley car (again), Sirius' motorbike and the Hogwarts bridge. Also, you could knock on Privet Drive's doors and see the destroyed Potter house. While we were in the Backlot, we ate our dinner.

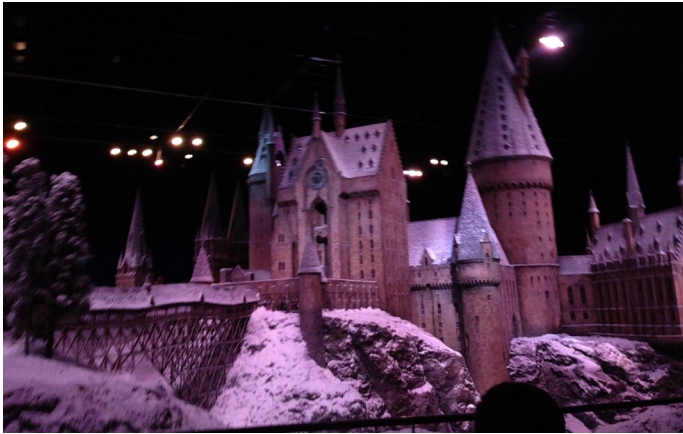
When we had finished exploring the Backlot, we went through into a room where they showed you the animatronics of Harry Potter. Also, they showed you some of the very difficult costumes to assemble. Some of these were the elves, goblins and werewolves. The next part of the room had some more models with costumes on and huge models of the spiders, basilisk and dead basilisk.



*The Great Hall was decorated for Christmas.*

The next part of our exciting journey through the stages of the making of Harry Potter was Diagon Alley. We walked up the cobbled streets of the familiar alley and could gaze into our favourite shops windows. All the shops from the alley were included

# Reviews of Trips Out and About



*Impressive model of the Hogwarts grounds.*

but, unfortunately, you couldn't go inside any of them. At the top of the alley was another room which was full of pictures and small props. These props included money, the Marauder's Map, the Tales of Beedle the Bard, admission letters to Hogwarts and a Howler.

The next room in the tour was devoted to paper models of all the main buildings in the Harry Potter films. A few of these were: the Whomping Willow, the Weasley house, Ollivanders, the North Tower, the Owlery and the Boat House. At the end of this section was a model of Hogwarts made out of paper.



*The Knight Bus, waiting to depart.*

Now we were coming to the end of the tour. At this point, there was the greatest scene of them all. It was a huge model of Hogwarts. A beautiful sight. It had all the detail you could possibly imagine, windows, doors, the bricks, the colour and texture. It was absolutely AMAZING!

The tour had ended but we still had an exciting gift shop to explore!

## Year 7 Crucial Crew trip

By Connor Wake and James Matthewman, Year 7

On 7th January, a group of Year 7s went to Crucial Crew. At first, we all thought it was going to be rubbish but when we arrived it was very cool and interesting.

We first went to a magistrate's court (not a real one) where we acted in a mock trial. James was a defendant and his sentence was two years in prison.

Then we went into a place where we saw a real prisoner. His nickname was Slice as one day he was carrying a knife for protection when someone called him a swearword so he pulled out his knife and sliced this man's main artery; luckily, the man survived. At the time, Slice wasn't bothered and it is only now, two years later, that he realises he was in the wrong for carrying the knife and for slicing this man's main artery. He is now doing his time and he has three years to go. Slice was quite big but not as big as the other prisoner we saw (not with Slice in prison).

Also, we went to a cyber café where we watched a video on bullying and this boy got bullied every day and it got to out of hand. Plus, it came to the point where he killed himself by jumping in front of a train. Next, we went to a food area to eat our lunch and then we went home.

Overall, it was amazing!

# Creative Zone: Valentine Verses

This month, students were asked to find their inner romantic, by writing a Valentine verse: any type of poem somehow connected to the theme of love. Here are the winning entries:

## I think about you

The whole world stops when I see your face,  
I notice you but you never notice me,  
I smile at you but you don't smile back,  
It's like I'm invisible...

I think about you,  
Every morning when I open my eyes,  
I think about you,  
Every second, every day of my life,  
You're on my mind all the time,  
It's true,  
I think about you.

I need you to fill this hole in my heart,  
I wish you could see behind the curtain,  
Then you'll really understand,  
Who I really am.

I think about you,  
Every morning when I open my eyes,  
I think about you,  
Every second, every day of my life,  
You're on my mind all the time,  
It's true,  
I think about you,  
I think about you!

By Katie Malson, Year 7

## Anti-Valentine Sentiments

Roses are red,  
Violets are blue,  
I choose despair  
Over you!

Roses are red,  
Violets are blue,  
I'd rather be dead  
Than be with you!

By Christopher Longfield, Year 9

## £1.03

I saw you first from across the street,  
Sitting in the window,  
How I wish we could meet,  
I wanted that so...  
I began to walk across the street,  
Blossom falling at my feet,  
Then I met my defeat,  
At the price I had to pay for you.

Penny-less,  
That's what I was,  
Still life had to carry on,  
Oh, why did you torment me sitting there,  
I decided that I mustn't stare.  
I looked towards the floor for a little,  
That's when I saw ten nickle,  
I picked it up and jumped with glee,  
Now I had £1.03.

I ran to the door, the little bell tinkled,  
A scruffy man looking at me,  
I looked at you glistening in the sun,  
"What 'o' ya want then, son?" he questioned  
me. I knew the answer, it rolled off my tongue,  
"The chocolate bar in the window, please."  
You were in my hands, just for me,  
Just when the man said,  
"That'll be £1.03."

By Mya Taylor, Year 9

## Valentine

V alentine  
A lways  
L oving  
E verlasting  
N ever Leaving  
T ogether  
I n  
N ature for  
E ternity

By Niamh Hazlewood, Year 9

## The girl with the golden hair

All around me,  
There are sweet lovers,  
Even the children have one another.

Yet here I am,  
All alone,  
My only love is my home, sweet home.

As she walks past me,  
Her golden hair glows,  
I catch her scent as the wind blows

My heart stops beating  
I fall to my knees,  
How does she do that?  
Oh Lord tell me, please.

I trudge back to my house,  
My young heart can take no more, But  
alas!  
There stands an angel outside my door!

She has flowing, golden hair that glows,  
Why pick me?  
Who on Earth knows?

By Aaliyah Paige Ferrol, Year 7

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**Next month's theme will be: Lent Limericks**

**Write an entertaining limerick about  
Lent or Easter.**

**Winners will be published and receive  
e-Praise Points!**

**Deadline: Thursday 12th March**

## Book of the Month

By Hannah Steele, Year 11



*Love Rosie* (originally published as *Where Rainbows End*) was written by Cecelia Ahern. It is a classic love story about two people who become friends at a young age and remain friends for many years. However, when one of them gets the opportunity to study in America, will they take the opportunity, even if it means they're leaving behind their childhood best friend? During their lives, they both find love several times though it never, ultimately, works out. Do these two best friends have a secret love for each other after all this time?

This book has to be one of the best things that I've ever read as it contains an element of comedy and romance at the same time. However, it has certain chapters which can bring an element of shock to many readers.

The only downside to this book is that it isn't long enough. It needed to be longer because it is such a good book that I believe most people will enjoy.

"A leading, light-romantic talent" — *Daily Express*

## Still Time for Watches?

By Ethan Gray, Year 8



The future is here...you could say. A new generation of advanced watches has arrived: from touch screen watches to smart watches (compatible with phones). All the top companies are taking part in this modernisation process of the watch.

The styles of these watches are unique as each company offers different styles for each individual purpose: if you wanted this smart watch for sporting, they offer various colours in a rubbery texture to protect it when you're on a run. This, in my opinion, is great because there isn't just one set colour or style to choose from.

If you've been for a run and then have to go to an imminent meeting and your watch doesn't look formal enough, there are accessories to change the style; the strap and case can be transferred into a leather look so your watch looks the part. In comparison to the actual watch, the accessories are fairly cheap, so I could have a different case and strap depending on how I feel. However, the hassle between the change is stressful as there are many fiddly straps.

So, kids have no excuse to look at their phones in class to stress out the teacher. Instead, they could buy a watch – a simple watch – to check the time.

# PREVIEW:

## Movement Evening

By Eve Spurr, Year 7



This year, Movement Evening has been especially popular. Over 100 people signed up to take part and most of those were Y7. 'Which,' Miss Anyon said, 'is really good.'

Miss Anyon chose the theme, which is the Oscars. She chose this theme because when she was trying to think of a theme, she wanted something with diversity which was also exciting. Also, the Oscars have many dance ideas which you can do.

All of the dancers are energetic and hard-working. The Y9-13 dancers learnt their dance in 2 sessions which is a record!

The Y7 'create an outfit' competition was designed by the Y12 dance group. Miss Anyon thinks that it is a good idea which promotes the performance.

At the end of Act 1, some surprise guests will be arriving and, also, James Bond will be joining you there.

To conclude, Movement Evening is an opportunity for everyone to get involved in a whole school event. If you want to sign up next year but have any questions or problems go to Miss Anyon; it's really fun to be involved.

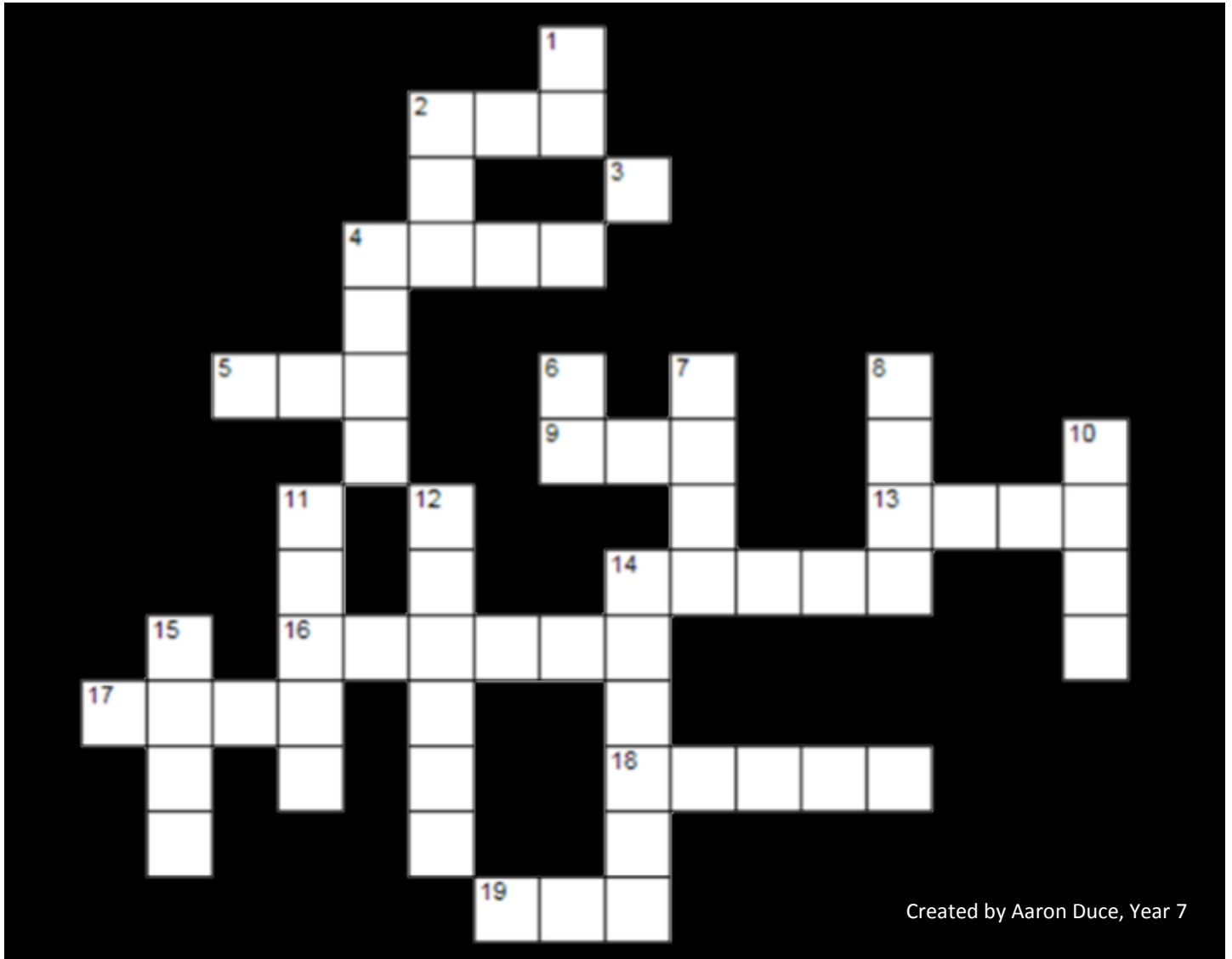
Don't miss the next edition of *The Torch* for a full review with lots of pictures!



# Literacy Matters: Homophones

This term, the literacy focus in school is **homophones**. Homophones are words that sound the same, but have a different spelling and different meanings. For example, the words 'there', 'they're' and 'their' all sound the same, but all mean different things. It's easy to muddle them up, so you need to be careful. Can you sort your 'be' from your 'bee' and your 'I' from your 'eye'?

Complete the crossword to improve your literacy skills and hand in to Miss Taylor to receive an e-Praise point!



Created by Aaron Duce, Year 7

## DOWN

- 1 An anonymous girl walked \_\_\_\_ (2).
- 2 My friend was stung by a \_\_\_\_ (3).
- 3 \_\_\_\_ am called Anonymous Guy (1).
- 4 The anonymous guy said, " \_\_\_\_ it, my computer broke!" (4)
- 6 I would like to \_\_ called Guy. (2)
- 7 We all have blood \_\_\_\_s. (4)
- 8 \_\_\_\_ to the Kingdom. (4)
- 10 The graceful \_\_\_\_ is found in forests. (4)
- 11 The milk is on \_\_\_\_ 6. (5)
- 12 My favourite \_\_\_\_\_ is COCO POPS. (6)
- 14 The \_\_\_\_\_ is yellow and beautiful. (5)

- 15 I \_\_\_\_ blue jeans. (4)

## ACROSS

- 2 I like to \_\_\_\_ PS3 Games. (3)
- 4 \_\_\_\_ diary, I had an amazing day! (4)
- 5 The beavers made a \_\_\_\_ at the riverside. (3)
- 9 The pupil in my \_\_\_\_\_. (3)
- 13 The \_\_\_\_\_ of Wight. (4)
- 14 I added 250g of \_\_\_\_\_ into my bun mixture. (5)
- 16 My computer has a \_\_\_\_\_ number. (6)
- 17 My brother \_\_\_\_s fish at a market. (4)
- 18 \_\_\_\_\_ are you, Paul?!! (5)
- 19 A breath of fresh \_\_\_\_\_. (3)

# Politics and Current Affairs:

## Question Time Comes to Wath

By James Higginbottom, Year 13

Y13 students used their PHSCE period to engage in a 'Question Time'- style debate with local councillors and party representatives, as part of 'Living in a Democracy Week', this year with the added significance of being the 800th and 750th anniversaries of the Magna Carta and De Montfort Parliament respectively.

Councillors Alex Sangster, Chris Middleton, Cavan Vine, Joe Otten represented the Labour, Conservative, UKIP and Liberal Democrat parties respectively, with the Green Party represented by Ann Roche, who will stand for the Wath ward in the upcoming local elections. Students engaged with the panel over a range of questions, covering lowering the voting age; issues over tuition fees; local parking problems; immigration; and the NHS, and seemed to enjoy the event, which served to introduce them to their elected representatives, and, on a deeper level, introduce them to political debate and concepts (a straw poll conducted immediately after the event, whilst showing a great number of potential voters to be undecided, it also produced a landslide for the Labour Party).

Head Boy and Girl James Higginbottom and Abigail Sherwood, who chaired the event, would like to thank both the representatives for their attendance and responses to questions put to them, which were revealing and illuminating, as well as the students, as without their enthusiasm and willingness to participate in an articulate and engaged manner, the event would not have been the success that it was.

## North Korea

By Charles Lord, Year 12

With the upcoming release of *The Interview*, popular culture has been swamped with satirical jibes aimed at the state controlled East Asian nation. Seen by many as nothing more than an April Fool's Day joke come early, is North Korea really as hilarious as the Internet would have you believe or should we treat the threat, they so vigorously harp on about, more seriously?

Any Twitter hashtag, Google search or YouTube query on the country bombards users with content belittling the "fearsome" leader Kim Jong-Un and parodying the poor population despite their inability to change the entrenched social system under which they live.

Since the Korean War, many constraints have been placed on the population in order to create a police state that allows those at the top to carefully allocate resources as they desire. This includes the use of both concentration and prison camps. Prisoners' fates are sealed ultimately by their social standing; political prisoners, of the still heavily restricted but not impoverished middle class - if such a thing is able to exist - are sent to prison camps with other members of their class to serve often life sentences in circumstances we would class as squalor. Comparatively worse, on the other hand, are the regular citizens, offenses such as insulting the state or grain theft leave the perpetrator - if proven guilty - in a concentration camp (and often they do due to rife corruption.). This state control by fear combined with the lack of connection with the world beyond their borders result in a race of people unaware of the outside world and terrified of even considering the situation they live in as anything other than adequate. This means that even if North Koreans did know how they were viewed by the rest of the world they would be unable and almost unwilling to fight public opinion and change it.



*Film poster for The Interview, a controversial comedy film about North Korea.*

Some humanitarians are now arguing that the Western view of North Korea is actually beneficial to the Supreme Leader, and the constant threats allow the country—with which approximately a third of Government Spending is in the Military—to provide a suitable distraction from the mounting humanitarian crisis that somehow goes ignored year-after-year. Contextually, the North Korean death camps and concentration camps have resulted in the deaths of more people in their several decade lifespan than both the Soviet Gulags and the notorious Nazi Death Camps.

# Wath Students Speak Out

Due to its heavy censorship and propaganda-fuelled society, very few successfully escape and those who do provide the only accounts of life inside North Korea, with mainstream media firmly banned. These dangerous limitations neglect the needs of the general populous, instead benefitting only the elite, those close to the Supreme Leader.

As a result, I find it unjust to give such strong exposure to the film *The Interview*. Any attempt to bring humour into such a widespread and scathing violation of human rights should surely be labelled as offensive and why it was produced in the first place is a powerful question in itself. No one can prevent the release of the film now it has been produced and advertised, in the wake of the recent Sony hack. At time of writing, the blame is shifting towards an inside job rather than North Korean hackers. Surely, we should place more emphasis and funds into exposing the situation and working to improve it rather than funding a blockbuster film that highlights the lack of common decency in Hollywood. The film may turn out to be excellent (it is certainly a commercial success), but the point remains: in the 21st century, all humans should live in a free society where no fear restricts lifestyles and freedom of speech allows all walks of society to broadcast their opinion.

## What Has Happened To Our Freedom Of Speech?

By Ethan Gray, Year 8

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“You’re entitled to free speech and privacy,” they explain profoundly. This is what annoys me the most, the way they say they’re helping, but they’re really

not. They’ve been passing unnecessary laws taking away our freedom of speech: our private messages are being read—it’s totally unacceptable. Also, when we raise our relevant arguments, the MPs’ responses have no real point—it’s an argument they can’t win.

However, there is another element to blame—the terrorists. It is hard to be unaware of the ‘Charlie Hebdo’ assassination, as it caused a loud outcry across the world. People have been appalled by the way these terrorists responded to free speech. Yet, in response to this horrific tragedy, some MPs have been forcing through new laws that take away even more of our privacy—this was the great thing about our country. For example, no longer can we send a private message to families or friends with the thought, what if the government has read my message?

The MPs talk about safety when trying to defend their ridiculous arguments. They make us think that Britain is in real threat, where I know, that they’ve probably got most of the terrorists on their data base and if there is one in our country, because of our laws, they’ll be easily spotted. It’s just making people think that every time they walk past a person wearing a Hijab they get anxious and worried they’re with a terrorist. As you know, if you watch Question Time, you’ll know that David Dimbleby said, “Muslims are people who don’t kill, whereas these terrorists disobey their lord and just call themselves Muslims—they’re not Muslims!” This could raise tension, but in my opinion, terrorists have always been like this—terrorists are not real Muslims.

This has raised raucous conflict over our rights and what we think is right, but I believe that we can prevent struggles and have our freedom of speech. Shouldn’t this be how our country should be?

### THE TORCH Journalists

This edition was produced by Mya Taylor, Charles Lord, Luke Stanley, Aaron Duce, Hannah Steele, Ethan Gray, Eve Spurr and Miss Taylor. Thanks also to James Higginbottom, Connor Wake, James Matthewman, Christopher Longfield, Niamh Hazlewood, Aaliyah Paige Ferrol, Katie Malson and Miss Perry.

If you are interested in helping to produce THE TORCH, come along to F24 on Thursday afternoons, 3-4 pm, or see Miss Taylor for more information.

# Sport and Music



## Cross Country Results



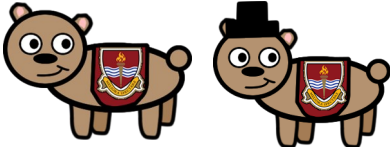

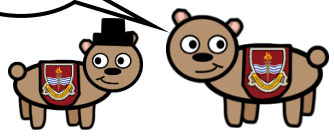
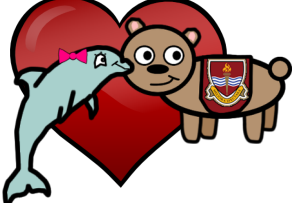
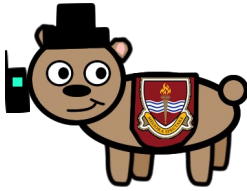

By Mya Taylor, Year 9

On a cold and snowy Saturday 7th of February 2015, a number of students from Wath Comprehensive School represented Rotherham in the South Yorkshire Schools' Cross Country championships that were held at Graves Park in Sheffield. The students had to come in the top 12 after the Rotherham schools' heats to get to the South Yorkshire's. The prize for those lucky enough to get a top 8 finish on the day was the opportunity to represent the county of South Yorkshire at the English National Schools being held in early March at Blackburn in Lancashire.

It was a fast but challenging course with all of the races taking in the long steady climb leading up to the finish multiple times. The snow still on the ground in Sheffield had turned into mud after the first couple of races which made it a very slippery course to get around.

Wath students who conquered their hard races and now get to represent South Yorkshire are: Harry Moore (Y12), Jack Stokes (Y9), and Mya Taylor (Y9). In my opinion, everyone from Wath who got through to the South Yorkshires deserves a huge congratulation.

Well done, all!

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| <p>Wally's friend Hubert dared him to sneak into the rival school Porpoise High!</p>  |  <p>He ran into the most beautiful porpoise ever and knocked her over.</p> |  <p>Excited, Wally told Hubert all about the porpoise girl. Hubert fell silent.</p> |
|  <p>Wally snuck into Porpoise High and found her. Her name was Pius.</p>              |  <p>Hubert saw Pius and Wally kissing and called SeaWorld.</p>              |  <p>Pius was taken to SeaWorld! What will Wally do to save her?</p>                 |